

c. *The Motive of Rivalry*

The main situations of open rivalry occurring at one time or another in the school records can be seen to fall into two broad lines: *rivalry with other children*, older or younger, for the love and approval of adults or of the social leaders of the group, or for the homage of the younger members; and *rivalry with an adult* for the love and possession of another adult.>

i. To consider the first of these general situations: Frank, George, Benjie, Theobald, Dan, Harold, Paul, Priscilla, Jane, Conrad, Alfred, Tommy, Martin, Dexter and Joseph all show this jealousy of other children at different times and in different degrees. The further material gives many other instances of it.

It can indeed be said, taking all our evidence together, that, in the earliest years, all children (with an intensity varying according to inner conditions and outer circumstances) feel other children to be actual or potential rivals. For there is a general fact to consider, in addition to the more specific examples of obvious rivalry, viz.: that an attitude of hostility to all the other children seems to be the primary active response of any young child on entering a group. As Bridges points out, aggressive behaviour to other children appears to be so normal as to represent a definite stage in social development. Bridges regards the child who does not act in this way as "unsocial, egoistic and slow in social development"¹. Pushing or hitting or pinching the other children means at any rate a definite recognition of their existence and presence, and a definite attitude towards them. It is a step in advance on the very first and passive reaction. "When children first come to school they merely watch others passively and go their own way" (p. 44).

I found this passive (but highly defensive) watching the

most common immediate response on entering the group, with the two- and three-year-olds, or those four-year-olds who had hitherto lived solitary lives, or who (like Joseph) had some negativistic traits. With most of them it was first replaced by some form of actively hostile behaviour (which in its turn typically gave way to more friendly and co-operative play, punctuated by aggression for one or other specific reason). To be able to express the felt hostility in this or that form of definite attack is undoubtedly a social advance on hostile *watching*. It means a greater freedom of feeling and of action. It shows that the child has a little less need